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ABSTRACT

In its first year of extension beyond the 3-year funding cycle at Seward Park High School (New York City), Project CABES (Career Advancement through Bilingual Education Skills) provided career advancement skills to 236 low-income, limited-English-speaking Hispanic immigrant students. The program provided a career-oriented curriculum including typing, employability skills, word processing, and bilingual career workshops, and also provided bilingual content-area courses and courses in English as a second language. Support services included counseling, peer and teacher tutoring, and referrals to outside agencies. Cultural and extracurricular activities included a Latin American festival and club. Staff development included monthly program meetings, in-service programs, and local university courses, and parental involvement consisted of an advisory committee, participation in cultural events, and program office visits when needed. Analysis of student achievement data indicates: (1) English language objectives were met in fall and spring; (2) the Spanish language arts objective was not met, with high variability in individual student gains; (3) group achievement objectives were not met; (4) the overall passing rates were achieved; (5) attendance was significnatly higher than the schoolwide rate; and (6) the dropout rate was not greater than that of mainstream students. A continued search for alternatives to the limited space available is recommended. (MSE)

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SEWARD PARK HIGH SCHOOL

PROJECT CABES

(Career Advancement Through Bilingual Education Skills)

1986-1987

OEA Evaluation Report

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O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-830-2143

SEWARD PARK HIGH SCHOOL

PROJECT CABES

(Career Advancement Through Bilingual Education Skills)

1986-1987

01-88-003

Prepared by the
O.E.A. Bilingual
Education Evaluation Unit

Jose Villegas,
Unit Manager

Eulalia Cabrera,
Principal Investigator

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

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A SUMMARY OF THE REPORT

Project CABES (Career Advancement Through Bilingual Education Skills) was in its first year of extension following a three-year Title VII funding cycle at Seward Park High School. Its major goal was to provide career advancement skills to a population of 236 Hispanic students of limited English proficiency (LEP). The target group consisted of ninth- through eleventh-grade students interested in pursuing a career-education sequence rather than a regular academic one. Included in this career-oriented curriculum were courses in typing, employability skills, word processing, and bilingual career workshops. The project also provided bilingual content-area courses and English as a second language (E.S.L.) courses. CABES sought to enable its students to enter the English-language mainstream as quickly as possible.

All of the students in the project were recent immigrants; many of them were eligible for free lunch (an indication of low family income). Project CABES' dual focus on general education in Spanish and English and career-awareness training distinguishes it from most other bilingual programs at comprehensive-academic high schools.

Support services for project students included counseling, peer and teacher tutoring, and referrals to outside agencies. Cultural and extracurricular activities included a Latin American Festival, and a Latin American Club. Staff development for project personnel included monthly program meetings, in-service workshops/lectures, and coursework at local universities. Parental involvement consisted of an advisory committee which held periodic meetings, parental participation in all cultural events sponsored by the school, and visits to the program office whenever needed.

Program objectives were assessed in English language achievement (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); mathematics, science, and career advancement sequence (teacher-made tests); and attendance and dropout rates (school and program records). Quantitative analysis of student achievement data indicates that:

- The program's E.S.L. instructional objectives were met in the fall and the spring.
- Program students did not show statistically significant gains on La Prueba de Lectura, Level 4. Thus, the program's language arts objective was not met. The standard deviations were large, indicating high variability in student gains.
- Overall, the program objective that 70 percent of the students would pass math and science courses was not met

either semester.

- The overall passing rates for typing, job skills, and word processing courses were, respectively, 70.6, 76.4, and 85.7 percent. Thus, the objective of a 70 percent passing rate was achieved.

- The attendance rate for program students was significantly higher than the school-wide attendance rate. Thus, the program objective was met.

- The dropout rate of program students was not greater than the dropout rate of mainstream students. Thus, the program objective was met.

The evaluation team offers the following recommendation to improve the project:

- The school administration should continue to seek alternatives to the limited space available to the project.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin has edited the manuscripts. Margaret Scorza has reviewed and corrected reports, and has coordinated the editing and production process. Shelley Fischer and Martin Kohli have spent many hours creating, correcting, and maintaining data files. Maria Grazia Asselle, Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

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CAREER ADVANCEMENT THROUGH BILINGUAL EDUCATION
SKILLS AT SEWARD PARK HIGH SCHOOL

Location:	350 Grand Street New York, New York 10002
Year of Operation:	1986-1987, First Extension Year
Target Language:	Spanish
Number of Students:	236
Principal:	Dr. Noel N. Kriftcher
Project Director:	Ms. Marisa Carbonara

I. PROGRAM DESCRIPTION

OVERVIEW

The Career Advancement Through Bilingual Education Skills (CABES) Project at Seward Park High School in Manhattan's Lower East Side, is a Spanish/English program in its first year of extension following a three-year Title VII funding cycle. Its major goal is to provide career advancement skills to limited English proficient (LEP) Hispanic students. Ninth- and tenth-grade students were the major target group, but eleventh graders also received project services. Two hundred and seven students were enrolled in Project CABES in the fall and 250 in the spring.

The project sought to help students develop the job-related skills needed for success in the job market, while at the same time providing them instruction in English as a second language (E.S.L.) and the academic content-area courses required for graduation by the New York State Board of Regents. To facilitate the mainstreaming process, the project worked closely with the school administration to integrate project activities with the

school-wide instructional program.

ORGANIZATION AND PERSONNEL

Project CABES' staff consisted of a director, a bilingual guidance counselor, a resource specialist, a curriculum specialist, and five paraprofessionals. The director and the curriculum specialist had M.A.s in Spanish and the resource specialist had an M.A. in bilingual education. Four of the paraprofessionals had taken college courses.

The project director had 28 years of experience in education, including 22 years in bilingual, E.S.L., and foreign language education. Her responsibilities consisted of: placing new students on the basis of interviews and an evaluation of their records; hiring, assigning, and supervising staff members; supervising curriculum development activities; preparing budgets and monitoring expenditures; writing all required reports, abstracts, minutes, proposals, continuations, and addenda; coordinating project activities with the school administration; and representing the project at outside activities, such as conferences and workshops.

The resource specialist, who had two years' experience in bilingual and E.S.L. education, served as faculty advisor to the school's Latin American Club; prepared project-related artwork, and coordinated the project's cultural enrichment program, which sought to enhance the students' self-image in school and the wider community. In addition, the resource specialist also contacted Hispanic organizations capable of providing useful information or

services. For example, Project CABES received regular informational mailings from the Association of Hispanic Arts, bulletins on cultural activities and loans of audiovisual materials from the Spanish and Venezuelan Consulates, and education- and job-related bulletins from Aspira (a non-profit Hispanic counseling agency). The resource specialist also arranged for counselors from City University to address project students about educational and employment opportunities.

The curriculum specialist had eight years' experience in bilingual and E.S.L. education. During the year under review, he conducted group and individual tutoring sessions; developed and updated program curricula; helped edit the project's three newsletters, "Nuestra Voz," "Et cetera," and "Adelante" (see Appendix A); worked with the Parent Advisory Committee to prepare policies for improving conditions for CABES parents and students and for the project as a whole; gave general orientation workshops to help parents relate better to Seward Park's administrators, teachers, students, and Project CABES; coordinated special activities for parents, including E.S.L. classes, cultural activities, and survival skills workshops; and translated school documents for parent and community use.

The bilingual guidance counselor had seven years of experience. The counselor conducted weekly classroom meetings with project students to discuss topics such as career planning and self-perception. Occasionally, the counselor left the topic of discussion open to allow the students themselves to bring up

matters of interest and concern. According to the counselor, class meetings with the bilingual students frequently turned into "therapy" situations because they tended to have important informational gaps and serious personal problems. The counselor also met with students individually and contacted parents of students who had serious academic and discipline problems.

One of Project CABES' five educational assistants served as office aide and secretary; the others tutored students individually and in small groups, proctored exams, and provided oral and written translations for monolingual teachers. The fact that all five educational assistants had been Project CABES students was an important asset because it enhanced their ability to serve as role models.

Nineteen teachers served the bilingual program. One had a Ph.D., 14 had M.A.s, one had a B.A. and graduate credits, and three had B.A.s. Thirteen of the 19 were licensed in their content area. Eighteen had six months' to 10 years' experience in bilingual/E.S.L./foreign language education. A complete profile of the staff characteristics can be found in Appendix B.

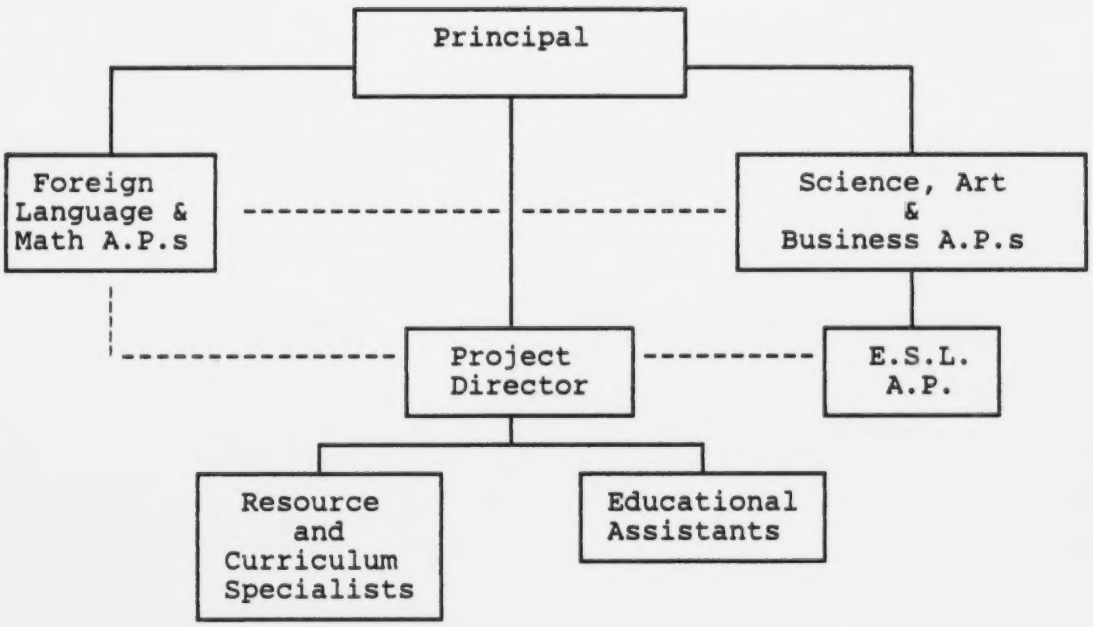
Project CABES' staff was supervised by Seward Park's assistant principal (A.P.) in charge of E.S.L. (Figure 1 depicts Project CABES' organization.)

The project was housed in a small, cramped office that provided barely enough space for the director, resource and curriculum specialists, educational assistants, and students visiting to receive counseling and tutoring services. Clearly, a

larger space would have greatly facilitated the many activities which had to be performed simultaneously in the office.

Figure 1

Project CABES Organization



_____ Direct Supervision

---------- Communication and Collaboration

II. STUDENT CHARACTERISTICS

All students who scored below the twenty-first percentile on the English version of the Language Assessment Battery* (LAB) and higher on the Spanish LAB were candidates for CABES. During the year under review, the project served a total of 236 students in grades nine through eleven or 16 percent of the school's 1,573 Spanish-speaking students. Two hundred and eight students were present in the fall and 209 in the spring. (In other words, 181 students were enrolled both semesters; 27 were enrolled in the fall only; and 28 were enrolled in the spring only.) Data were also received for 61 students who had been enrolled in the project in June 1986 but left prior to the fall semester. Of these, 47 were mainstreamed, four earned an equivalency diploma, three left the United States, two graduated, one left due to a family problem, and four left for unspecified reasons. During the academic year, 94 students left the program (see Table 1).

Data on time in the program were available for 192 of the 209

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*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of non-native speakers of English in order to determine if their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. The areas measured are listening, reading, writing, and speaking. The LAB was designed to maximize the discrimination of the test for the non-native at the twentieth percentile on the norms for an English-proficient sample. This is the cutoff point for eligibility for bilingual and E.S.L. instruction. The Kuder-Richardson Reliability Estimate for the total test was .97 for the high school level (Level 4). Studies have shown that the relative difficulty of items was highly similar for both native and non-native speakers, thus validating the homogeneity of the test's content.

students present in the spring. Of these students, 103 (53 percent) had been in the program for one year or less; 77 (39 percent) had been enrolled in the program for two years; and 12 (6 percent) had been enrolled for three years.

Seventy-one percent of the students were born in the Dominican Republic and 15 percent were born in Puerto Rico (see Table 2). Project-wide, 47 percent of the students were female and 53 percent male.

Of the 224 students for whom data were available, 38 percent were in ninth grade, 49 percent in tenth grade, and 13 percent in the eleventh grade. Seventy-four percent of the students were overage for their grade placement. Grade nine had the highest percentage of overage students (85 percent), whereas grade eleven had the lowest (40 percent). (See Table 3.)

The students' academic levels ranged from semiliterate to advanced placement, reflecting their varied educational backgrounds, and each grade contained students whose academic experience ranged from less than eight to more than twelve years of schooling (see Table 4). While many students had entered school in their native countries after the age of six, some had never attended school before coming to the United States.

Approximately 40 percent of the project's ninth-grade students had fewer years of education than suggested by their grade level, as did 20 percent of the eleventh graders. The students' mean years of education in their native country ranged from 7.6 for eleventh graders to 8.2 for tenth graders. Most

students had limited experience in schools in the United States when they entered the project, with the mean years of education in the United States ranging from 1.5 for ninth graders to 3.0 for eleventh graders. However, a small number of students had more years of education than expected for their grade level. The data suggest that these students were having difficulty advancing through the high school program, and perhaps were the most likely to drop out of school.

According to the guidance counselor, many students had serious family and personal problems. Many students had been left behind in their native countries for several years until their parents could become economically established in this country. Such students faced the double difficulty of readjusting to their parents and becoming acclimated to American culture. Students with poor skills in their native language had especially serious problems adjusting to and progressing normally in the American high school environment.

TABLE 1

Number of Students Leaving the Program

Reason for Leaving	Left By January 1987	Left by June 1987	Percent of Total
Mainstreamed	10	33	45.7
Transferred	4	9	13.8
Left U.S.	7	9	17.0
Earned G.E.D.	3	3	6.3
Employment	2	6	8.5
Family Problem	1	1	2.1
Other Reasons	0	6	6.3
TOTAL	27	67	100.0

- Ninety-four students (40 percent) left the program during the academic year.
- Forty-six percent of the students were fully mainstreamed.

TABLE 2

Number and Percent of Program Students by Country of Birth

Region	Country of Birth	Number	Percent
Caribbean	Dominican Republic	166	71.2
	Puerto Rico	35	15.0
Central America	Mexico	5	2.1
	El Salvador	4	1.7
	Honduras	2	0.9
	Nicaragua	2	0.9
	Guatemala	1	0.4
	Panama	1	0.4
South America	Ecuador	12	5.2
	Colombia	3	1.3
	Peru	2	0.9
		233*	100.0

*Data were missing for three students.

- The majority of students (71 percent) were born in the Dominican Republic.

TABLE 3

Number of Program Students by Age* and Grade

Age	Grade 9	Grade 10	Grade 11	Total
14	2	0	0	2
15	11	6	3	20
16	18	22	5	45
17	24	30	10	64
18	21	36	7	64
19	8	6	4	18
20	0	9	1	10
21	0	1	0	1
TOTAL	84	110	30	224**
Overage Students				
Number	71	82	12	165
Percent	85	75	40	74

NOTE: Numbers in bold area reflect expected age range for grade.

*Age on June 30, 1987.

**Data were missing for 12 students.

- Seventy-four percent of the students were overage for their grade placement.
- Grade nine had the highest percentage (85 percent) of overage students, whereas grade eleven had the lowest (40 percent).

TABLE 4

Students' Years of Education by Grade

	Total Years of Education							Years Education Native Country		Years Education United States	
Grade	<8	9	10	11	12	>12	Total	Mean	S.D.	Mean	S.D.
9	15	18	14	8	4	3	62	7.9	2.1	1.5	1.0
10	7	14	28	18	18	7	92	8.2	1.9	2.3	1.3
11	5	1	5	7	7	1	26	7.6	2.0	3.0	1.4
TOTAL	27	33	47	33	29	11	180*	8.0	2.0	2.1	1.3

* Data were missing for 56 program students.

- The mean years of education in the native country ranged from 7.6 (s.d.=2.0) for eleventh graders to 8.2 (s.d.=1.9) for tenth graders.
- The mean years of education in the United States ranged from 1.5 (s.d.=1.0) to 3.0 (s.d.=1.4) for grades nine to eleven.

III. FINDINGS

Information in this section relates to objectives contained in the project's 1986-87 proposal and accepted by the Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education. Findings are based on standardized test results, on-site observations, examination of project records and materials, and interviews with project personnel and school administrators.

INSTRUCTIONAL OBJECTIVES

English as a Second Language

-- As a result of participating in the program, students at the elementary and intermediate levels of E.S.L. will master an average of one objective per month as measured by pre- and post-assessment with Levels 1 and 2 of the Criterion Referenced English Syntax Test (CREST).

Thirty-five E.S.L. classes, ranging from elementary to advanced, were offered during the spring. Elementary E.S.L. students took E.S.L. I and II, while intermediate students took E.S.L. III and IV, together with Reading Communication Arts (R.C.A.) III and IV.

Special E.S.L. native language arts (N.L.A.) classes were provided to students who had never before attended school or whose educational experience was extremely limited. Students in these classes acquired literacy skills via repetition drills, poems, and grammatical jingles and prereading, and prewriting skills via "experience charts" based on the children's own experience at school and in the community.

A member of the evaluation team observed an E.S.L. I class taught by a Title VII paraprofessional who was studying for a degree in teaching. The aim of the lesson was to refer to a textbook to develop definitions for a series of terms that had been written on the blackboard. All instructions, questions, answers, praise, and reinforcement were given in English, a necessity since the class included both Chinese- and Spanish-speaking students. Despite her lack of experience, the student teacher kept the students' attention by having them repeat each term and its definition aloud and then providing sentences using each term. A good deal of learning appeared to be occurring.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the E.S.L. instructional objectives was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the

*The Criterion Referenced Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson Reliability Estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91/posttest (.96)
Level 2 -- pretest (.94/posttest (.95)
Level 3 -- pretest (.91/posttest (.91).

difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills was obtained by dividing the mean mastery by the mean number of months of instruction between testings. Since test dates were not provided in the fall semester, an estimated average of three months between testings was used.

Table 5 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (Levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 72 percent in the fall and 98 percent in the spring.

Examination of Table 5 reveals that the program objective was surpassed both semesters. Students at Levels 1 and 2 achieved an average of 3.2 and 2.5 CREST skills per month of instruction, respectively, in the fall, and 1.4 and 1.7 CREST skills per month, respectively, in the spring. Students at Level 3 achieved 1.1 CREST skills per month in the fall and 1.0 skills per month in the spring.

Students tested at Level 3 had lower performance rates than those tested at lower levels, partly because fewer skills are tested at that level, and partly because mastery of objectives takes longer at that level.

TABLE 5

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTEST Mean	POSTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	46	6.3	5.2	11.4	6.8	5.1	4.3	3.2
2	68	13.2	6.4	17.9	5.5	4.7	3.0	2.5
3	17	9.3	3.8	11.5	3.4	2.2	1.3	1.1
TOTAL	134	10.3	6.5	14.8	6.6	4.5	3.5	1.9
				SPRING				
1	59	6.9	6.5	10.3	7.5	3.4	4.0	1.4
2	56	11.3	6.1	15.5	6.0	4.2	2.8	1.7
3	39	8.5	3.2	11.3	2.6	2.8	2.2	1.0
TOTAL	154	9.0	5.9	12.6	6.5	3.6	3.3	1.4

- The project's objective for mastery of CREST skills was achieved both semesters.

Native Language Arts

-- As a result of participating in the program, students will show statistically significant gains (p=.05) as measured by pre- and post-assessments with appropriate levels of La Prueba de Lectura.

The ten Spanish classes that were offered sought to teach reading, writing, and conversational skills. All ten used both silent and spoken reading exercises; a wide variety of writing exercises; and frequent question-and-answer sessions. In addition, an intensive Spanish literacy class was offered in both the fall and the spring. It met daily and had an average enrollment of 12. The class sought to improve students' Spanish literacy as a way to develop generic linguistic skills that would help them learn English, while at the same time providing them with an advanced level of native-language literacy that would enhance their prospects on the job market.

A member of the evaluation team observed an advanced Spanish class. The aim of the class was to learn about the Indians of Latin America. Although the teacher used Spanish extensively, she translated important terms into English. She called upon individuals to recite stanzas of a long poem they had been asked to memorize, with the entire class repeating the refrain. Afterwards, she discussed the poem with the class. The students participated eagerly, and with a high degree of discipline. Toward the end of the lesson the teacher asked the students to write a short essay describing the emotions the poem had elicited. The students finished the assignment in a very short

time, and the quality of their work was impressive.

Native-Language Achievement

The assessment instrument used to measure gains in reading and writing in Spanish was La Prueba de Lectura*, Level 4, Forms A and B. La Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates. Test questions are relevant to both Anglo-Saxon and Hispanic Cultures in the Americas.

La Prueba de Lectura was administered to 79 students in the fall and 182 in the spring. Complete data on both tests were available for 50 students. Because the publishers recommend that local norms and programs do out-of-level testing, analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 6.

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone. Because statistical significance does not provide enough description information, the table also includes the proportion of students making gains.

Examination of Table 6 reveals that the pretest mean was 61.9, the posttest mean was 63.9, and the mean gain was 2.0, which was not statistically significant at a .05 level. Thus,

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*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

the program objective on the Prueba de Lectura was not achieved.

TABLE 6

Results of La Prueba de Lectura, Level 4

No. of Students	PRETEST Mean	PRETEST S.D.	POSTEST Mean	POSTEST S.D.	GAIN Mean	GAIN S.D.	Proportion Making Gains
50	61.9	25.6	63.9	22.9	2.0	32.1	48

- The mean gain on La Prueba de Lectura was not statistically significant; thus, the project objective was not achieved.

Content-Area Subjects

-- As a result of participating in the program, 70 percent of the students will achieve a passing grade of at least 65 percent in mathematics and science on teacher-made final examinations.

Bilingual mathematics and science offerings consisted of pre-algebra 1 and 2, computer math 1 and 2, native language arts (N.L.A.) math, general science 1 and 2, and biology 1 and 2.

N.L.A. math was provided for students who had relatively few years of educational experience in their native country and consequently needed to learn the basic concepts required to meet high school curricular demands. Computer math, on the other hand, was offered to students who demonstrated progress by passing lower-level math courses.

A member of the evaluation team observed an N.L.A. math class. The aim of the lesson was to evaluate algebraic expressions. The teacher was monolingual and therefore had to use a paraprofessional to translate. The teacher asked the students to provide terms, and to evaluate, find, and replace variables with numbers in several equations. Although the chalkboard was too small to permit the teacher to expand on the equations and the classroom was crowded, the students were orderly and enthusiastic and they seemed to understand the teacher's explanations.

A member of the evaluation team also observed a bilingual biology class. The aim of the class was to study changes in the human zygote during gestation. The teacher explained the development and growth of the human fetus via models and

blackboard notes. The teacher was fluent in both English and Spanish, and she lectured equal amounts of time in both languages. All writing, however, was in English.

After the teacher's lecture, one student was asked to place models of the development of the fetus in sequential order, and the class then discussed the growth and physical appearance of the fetus at each step of pregnancy. Throughout, the students listened attentively and took careful notes.

Student Achievement in Content-Area Subjects

Table 7 presents the passing rates for program students in mathematics and science. A weighted average for the year was also computed.

Examination of Table 7 reveals that, overall, the students did not meet the program objective, i.e., 70 percent of the students would achieve a 65 percent passing rate in math and science courses. The highest passing rate (69 percent) was achieved in math in the spring. The lowest passing rate (47 percent) was achieved in science in the fall.

TABLE 7

Passing Rates in Content-Area Courses

Course	Fall		Spring		Total Overall Passing Rate
	No. of Students	Percentage Passing	No. of Students	Percentage Passing	
Math	173	64.7	153	68.6	66.5
Science	60	46.7	65	67.7	57.6
Total		60.1		68.3	64.1

- The program's objective that 70 percent of the program students would pass math and science courses was not met either semester.

Career Advancement

-- Seventy percent of the students will achieve a passing grade of 65 percent or higher on teacher-made examinations in typing speed and accuracy, punctuation, grammar, and vocabulary.

-- Seventy percent of the students will achieve a passing grade of 65 percent or higher in bilingual employability skills on teacher-made final examinations in labor history, labor laws, how to read the classified ads, how to complete a job application, how to write a resume and cover letter, how to conduct themselves at a job interview, and what skills to acquire after being hired.

-- Seventy percent of the students will achieve a passing grade of 65 percent or higher in Bilingual Career Workshops on teacher-made final examinations in specific skills needed for each of the five career areas: health care, import/export, travel, industry, bilingual banking, translating, and interpreting.

-- Seventy percent of the students will achieve a passing grade of 65 percent or higher in bilingual word processing on teacher-made final examinations in the area of producing, storing, recalling, and duplicating material on the IBM electronic typewriter.

A member of the evaluation team observed a job skills 1 class. The class was conducted entirely in English. It contained several English-speaking students, apparently to enable it to meet minimum class-size requirements. The aim of the day's lesson was to define a series of job-related terms. As the monolingual teacher spoke and wrote terms on the front chalkboard in English, a paraprofessional spoke and wrote them in Spanish on a side chalkboard. Similarly, the paraprofessional translated a series of questions posed by the teacher. However, one English-speaking student answered nearly all the questions, probably because the bilingual program students did not yet have the confidence to participate in English. The teacher then went on

to explain the meaning of an employment reference and how to secure a proper set of references. The paraprofessional provided a careful and thorough translation of these remarks. The Spanish students were quiet but took notes assiduously.

According to the project director and the bilingual guidance counselor, bilingual career workshops -- in which the bilingual guidance counselor and Project CABES' staff members spoke about a wide range of vocational opportunities and how to prepare for each one -- were provided in both job skills 1 and 2. In addition, during the year under review, students in job skills 1 and 2 published "Et Cetera," a vocationally oriented newsletter in which students contributed short articles on the world of work.

A member of the evaluation team visited a word processing class. A paraprofessional worked with the students on a one-to-one basis. All were busy working on the day's assignment. The project director pointed out that the diskettes used by the students had been provided by CABES.

As of last year, the project director decided that for enrichment purposes, some project students should participate in two optional courses: jewelry making and woodworking.

A member of the evaluation team visited the jewelry-making class. Students were making copper and enamel pins. Some other students were working on individual projects; for example, one student was flattening a set of fake coins that were to be used as part of a costume for the upcoming Latin American Night

Festival. Other students were making metal name plates, rulers, and other items. The teacher spoke English only, but a paraprofessional was present to translate and assist students. In general, the students appeared to be working successfully, and the level of skill evident in completed objects was impressive.

The evaluator also visited the classroom in which woodworking was taught. Students' work was displayed on walls and shelves. The wall clocks the students had built were particularly impressive. The project director, who accompanied the observer, said these clocks were put on sale every Christmas and sold briskly. Overall, there was a very high level of interest and involvement in these two vocational classes.

Student Achievement in the Career Advancement Sequence

Examination of Table 8 reveals that, overall, CABES students met the 70 percent passing rate objective in typing, job skills, and word processing courses. The highest passing rate (100 percent) was achieved in job skills classes in the spring. The lowest passing rate (56 percent) was achieved in typing in the fall.

TABLE 8

Passing Rates in Career-Advancement Courses

Course	Fall		Spring		Total Overall Passing Rate
	No. of Students	Percentage Passing	No. of Students	Percentage Passing	
Typing	52	55.8	33	93.9	70.6
Job Skills 1	39	66.7	16	100.0	76.4
Word Processing	12	75.0	23	91.3	85.7
TOTAL		62.1		93.2	75.4

- Overall, program students met the 70 percent passing objective for typing, job skills 1, and word processing.

NON-INSTRUCTIONAL OBJECTIVES

Staff Training

The four objectives in the area of staff training were as follows:

-- By June, 80 percent of Project CABES personnel will have participated in staff development activities and in-service training offered by the project director and other resource specialists in the area of bilingual career education and word processing.

-- Fifty percent of the staff will have completed a minimum of six credits toward a master's degree or professional diploma in administration and supervision, bilingual education, or a related field.

-- Fifty percent of the educational assistants will have completed a minimum of six credits toward a bachelor's degree or training in a field related to the education of LEP students.

-- One hundred percent of the professional staff will have attended at least two local, regional, or national conferences, meetings, and workshops in the fields of bilingual education, bilingual career education, word processing, and educational evaluation.

All members of the professional and paraprofessional staffs attended monthly departmental meetings. Among the topics covered were language acquisition, reading skills, and integration of E.S.L. skills in the content areas. In addition, they participated in schoolwide workshops on language teaching, problems affecting teenagers, cultural issues, and native language instruction for students with low literacy skills and special needs. Project staffers also participated in off-campus meetings, such as a college fair, a citywide curriculum training session, and an advanced placement conference.

Four members of the paraprofessional staff were enrolled in

university courses in English, statistics, history, sociology, anthropology, linguistics, and mathematics. Altogether, they completed 21 credits toward bachelor's degrees in education and linguistics. One paraprofessional, who also was student teaching at Seward Park, expected to graduate as an E.S.L. teacher in June. She intended to continue working with Project CABES.

The project director, curriculum specialist, and resource specialist attended seminars on teaching for the professions, curriculum development, and job opportunities in local businesses. They also attended a conference on linguistics held at the City University's Graduate Center and participated in in-service sessions on culture and second-language acquisition. The project director attended a special workshop at Bellevue Hospital on mental illness in adolescents. She also was named a member of the "Family Living Advisory Council," which has been mandated at every city high school. The council, which contained representatives from a cross-section of the school population, provided advice on such matters as class content, local resources and needs, program direction, and community links.

Because of its high level of participation and wide range of activities, the objectives of the staff training components were largely met in 1986-87.

Parental Involvement

-- By June, 25 percent of the Hispanic parents of LEP students in the bilingual program will have participated in program and school meetings and functions designed to involve them in their children's education.

-- At least 40 percent of the parents will have participated with their children in Project CABES cultural enrichment activities.

-- At least 30 parents will have participated in adult E.S.L. classes and/or survival skills workshops offered by Project CABES.

-- Parents will have received two issues of the project newsletter informing them of program accomplishments and student progress.

About 30 parents were reported to have regularly participated in the parents' advisory committee and to have demonstrated an ongoing concern with the decisions affecting their children and the program. The resource specialist served as advisor to the parents' advisory committee.

Forty-three parents attended two parent meetings held during the year. Topics discussed with parents included the goals and objectives of Project CABES, new requirements for high school graduates, the importance of parental support in the educational process, the parents advisory committee, public services in New York City, the English and Spanish G.E.D tests, and Project CABES' aims and plans for the coming year.

CABES' main cultural enrichment activities were a Latin American Club and a Latin American Festival. The latter event, which had a high level of parental attendance and was considered extremely successful, was produced by project students acting

under the guidance and direction of the program staff. The Ballet Folklorico de Mexico made a special appearance at this event.

Examples of activities of the Latin American Club include field trips to the Metropolitan Museum of Art and Lincoln Center, and invitations to outside speakers, who spoke on such topics as child abuse and career opportunities. In addition, several Latin American Club members participated in the Latin Playwrights Workshop at the Henry Street Settlement, where they studied writing and acting.

Attendance, Dropout, and Extracurricular Activities

-- By June 30, 1987, students in the project will have a rate of attendance equal to that of mainstream students, and a dropout rate no greater than that of the mainstream students.

The bilingual program paid a great deal of attention to students' psychological development and well-being. The bilingual guidance counselor monitored students with behavior problems, conferred with teachers and students, wrote to parents, and conducted workshops on classroom behavior for students with problems in this area. Students who had severe personal and/or family problems were referred to an appropriate social service agency. Academic problems were addressed by peer- and teacher-tutors provided by Project CABES. As a consequence of these efforts, Project CABES students appeared to relate with the staff excellently and there were few serious disciplinary problems.

Beginning in February 1987, Project CABES joined New York University's "Stay in School Partnership Program." As a result, four N.Y.U. graduate students tutored project students, and N.Y.U. faculty members participated in staff development activities. An N.Y.U. professor served as liaison between the high school and the university, supervised the graduate students, and identified N.Y.U. resources that could be helpful in staff development, curriculum development, and other activities.

Student Attendance and Dropout

The statistical significance of the difference between program and school attendance and dropout rates was determined through the application of the z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's rates) and a standard proportion (the school's rates) is greater than can be expected from chance variation.

The attendance rate for program students was 92.9 percent, approximately 13 percentage points above the schoolwide rate (79.8 percent). The z-test results ($z=4.86$) indicate that the difference in attendance rates is statistically significant ($p<.05$). Therefore, the program objective was achieved.

The dropout rate for program students was 6.8 percent,

*Bruning, J.L. and Kintz, B.L.. Computational Handbook of Statistics (Glenview, Illinois: Scott, Foresman and Company, 1968).

approximately 2.7 percentage points lower than the schoolwide rate (10.5 percent). The z-test results (z=-1.8) indicate that the two rates were not statistically different from each other. Therefore, the program objective was met.

IV. CONCLUSIONS AND RECOMMENDATION

CONCLUSIONS

Project CABES at Seward Park High School, which has a history of strong bilingual programs, operated in accordance with Title VII guidelines and the project's own proposal. Both the school and project administration were committed to the success of the project. Project staff members understood CABES' guidelines, goals, and objectives, and the school's bilingual teachers and paraprofessionals appeared dedicated and hard working, and they had good rapport with the students. A variety of cultural activities gave project students a positive self-image and fostered pride in their native origins. These activities also sensitized the school's mainstream community to Hispanic cultures. The project staff made great efforts to establish contact with and offer services to students' parents.

CABES met most of its objectives in E.S.L., typing, job skills, and word processing. Students did not meet its objectives in native language arts and in math and science. The project's attendance and dropout objectives were achieved both semesters.

RECOMMENDATION

The following recommendation is offered to improve the project:

If resources in an already crowded (180 percent of capacity) building permit, the school administration should allocate more

space to the project. Although the present office was meant to house no more than two or three persons at a time, as many as nine people were observed working in the room together.

V. APPENDICES

Seward Park High School

Dr. Noel N. Kriftcher

Principal

PAX PAZ PACE

PAIX PEACE

和平 Life FRIEDE

LA VOZ LATINA

Spanish Bilingual Program

M. Carbonara

Director

TITLE VII

ETCETERA

JOB SKILLS

Occupational Education Magazine

SEWARD PARK HIGH SCHOOL

Dr. Noel N. Kriftcher
Principal

PRESENTA

ADELANTE

DON QUIJOTE

P. Siegel, Chairman
Foreign Lang. Dept.

Marisa Carbonara
Profesora

APPENDIX B

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Project Director	100%	BA/MA in Lang & Education	NA	28 ½ yrs	23
Resource Specialist	100%	BA/MA in Bilingual Education	NA	3 yrs.	2/1/1
Curriculum Specialist	100%	BA/MA in Spanish Lang & Lit.	NA	10 yrs.	8
Ed. Asst.	100%	6 college Credit	NA	NONE	3
Ed. Asst.	100%	7 college Credit	NA	NONE	5
Ed. Asst.	100%	AA in Liberal Arts & 118 cr.	NA	NONE	3
Ed. Asst.	100%	52 cr.	NA	NONE	3
Ed. Asst.	100%		NA	NONE	1
Teacher Aid	100%	0	NA	NONE	0
Math Teacher	20%	B.S. + M.S. in Mathet. M.S. Admin / Supervision	Y	16	½
Spanish Teacher	40%	Master plus 60 cr.	Y	26 yrs.	26 yrs.
History Teacher	20%	A.B., MBA.	N	12	1
History Teacher	40%	BA, MA	N	25	3 ½
Ind. Arts Techn. Teacher	20%	BS, MS, 6 year Degree NYU	Y	20	1 ½
Architecture Teacher	20%	60 credits in 5th yr BA of Architecture	Y	10 ½	1 ½
Boy H.S. Teacher of Stenography	40%	B.S. in education M.S. in counselling	Y	22	11
Bil History Teacher	20%	MA	Y	6 months	6 months
Pitman Steno + Typewriting Teacher	20%	BBA, MS in Ed.	N	15 yrs	1 ½
English Teacher	80%	MA + 30	N/A	23	3
Bus. Mach. Rep. + Maint.	40%	Field Exp.	N	5	3

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Math Teacher	60%	MA ; B-Ed.	y	22	5yrs.
Science Teacher	20%	B in science	y	17	2 yrs.
Shorthand + Typing Teacher	20%	BA & MA	y	14	1 yr
LEP Coordinator	20%	BS in Business + MA in Ed.	y	11	5 yr
Business Teacher	20%	BBA Business	y	23	3 yrs
Spanish Teacher	40%	B in spanish	y	3	3
Math Teacher	20%	BS and M. Ed	N	27	5
ESL Teacher	20%	BA, MA, credits toward PhD	y	16	10
Social Studies Teacher	60%	MA, MIA, Ph.D	y	6	2